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ABSTRACT

Motivated migrant students can accumulate some credits necessary for high school graduation via the Portable Assisted Study Sequence (PASS) Program of correspondence courses. Migrant students enrolled in any high school district in California may also enroll in a PASS course to make up credit deficiencies in reading, English, speech, general math, algebra, U S. history, Mexican American history, American government, general science, outdoor study, and work experience. Students may continue to work through Parlier and accumulate credits as they migrate throughout the state. The adapted curriculum follows the approved and accredited course of study. Courses are organized into units: partial credit is given for unit completion. Some courses are bilingual (Spanish and English) and others have bilingual instructions to aid the limited English speaking student. Certified counselors or teachers serving as contact persons for the program enroll students in PASS by completing and submitting a Student Learning Plan, a PASS Enrollment Form for a selected course, and Migrant Student Record Transfer System forms (copies included). Course materials are sent to the student via the contact person who administers the course locally. (SB)

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ED175588

PARLIER HIGH SCHOOL

P.A.S.S. PROGRAM

[Portable Assisted Study Sequence]

... A pilot high school program to support migrant student graduation.

PARLIER UNIFIED SCHOOL DISTRICT

California Master Plan for Migrant Education
E.S.E.A. Title I
P.L. 93-380
1978

by Jane E. Foshee

RC 01 1386

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Jane E. Foshee

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

INTRODUCTION

Migrant education students are among the most educationally disadvantaged youth in our schools today. On the average, they attend three different schools each year. Fewer than ten percent of these students are graduates from high school. Therefore, the Migrant Education Section (California State Department of Education) has launched a conscientious effort to implement migrant education programs at the secondary level.

The Secondary School Dropout Prevention Program has as its major goal the attainment of high school graduation for migrant students. This goal can be accomplished partially through the alternative method for credit accumulation - The P.A.S.S. Program (Portable Assisted Study Sequence). P.A.S.S. is not in competition with other high school districts in the State of California for A.D.A. A migrant student enrolled in any high school district in California may enroll in one of the P.A.S.S. course offerings in order to make up credit deficiencies. Students can continue to work through Parlier and accumulate credits as they migrate throughout the state.

The correspondence course offerings are designed to assist students whose personal motivation and interest in receiving a diploma will enable them to complete the required learning activity packets in a correspondence course.

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As in all educational programs, P.A.S.S. does not profess to serve the needs of every student, but merely provides one alternative to the present system which traditionally has been difficult for a migrant student.

The following pages will outline the enrollment procedures, the P.A.S.S. Program forms, a position on LES students, and recommendations for implementation.

ENROLLMENT PROCEDURES

Accurate student records are of vital importance in the implementation of a state-wide program. We are, therefore, requesting that procedures be adhered to closely in order to insure that students receive credit for individual work completed.

It is necessary to designate a certificated person to serve as a "contact person" for the P.A.S.S. Program. This can be a migrant counselor, resource teacher, district counselor, interested teacher, etc.

As personnel directly involved with migrant students in their respective school sites, you are aware of their individual interest/ability to tackle the responsibilities in correspondence course completion. It is assumed that you will encourage those who you feel are prepared and ready to begin such a task. All students should receive a thorough explanation of the program prior to enrollment. Upon your decision, please complete the following steps:

ENROLLMENT PROCEDURE:

1. Complete Student Learning Plan with all available information:

   personal data
   previous schools attended
   credits received
   test scores - standardized or other assessment inventories
   student goal statements - an indication of student's interests and future plans.
   student constraints - a general of specific statement of student constraints (perceived by student and counselor)

   Review Student Learning Plan - *determine graduation requirements not yet met.*

2. Select courses - *Reading, English I, II, Speech General Math, Albegra, U. S. History Mexican American History, American Government, General Science, Outdoor Study, Work Experience.*

3. Fill out P.A.S.S. Enrollment form; mutually agree upon course selection; attain signature.

4. Return:

STUDENT LEARNING PLAN	(Appendix A)
P.A.S.S. ENROLLMENT FORM	(" B)
CURRENT COPY OF M.S.R.T.S. OR	(" C)
COPY OF M.S.R.T.S. ENROLLMENT FORM.	(" D)

   To: P.A.S.S. PROGRAM
   PARLIER HIGH SCHOOL
   601 THIRD STREET
   PARLIER, CA 93648

5. Upon receipt of the student learning plan, P.A.S.S. Program Enrollment form, and M.S.R.T.S. form, information will be transferred to student I.D. card (Appendix E) in the master file, and then the requested course materials will be mailed to the designated contact person.

   The enrollment procedure must be completed before course materials will be sent to the student via the contact person.

DESCRIPTION OF CORRESPONDENCE COURSES

Students completing course requirements through the P.A.S.S. Program receive official transcripts from Parlier High School. Therefore, the curriculum follows the approved and accredited course of study, but has merely been adapted to an appropriate, mailable form. For example, the first semester of the Reading course is divided into these sequential Units:

Unit I - Vocabulary Development
Unit II - Language Usage
Unit III - Comprehension Skills - Part A
Unit IV - Comprehension Skills - Part B
Unit V - Dictionary/Reference Skills

Each of these units may include one to three learning activity packets. All paperback books and/or other required materials are provided for the student and considered consumable.

Paperback reading selections have been chosen with high interest and readability criteria in mind. Where attainable, we have sought to select books that relate to a migrant student's experiencial background. It should be kept in mind that it is not always easy to acquire materials that meet these criteria.

Each learning activity packet has specific instructional objectives and the subsequent activities in the packets are designed to assist the students in attaining the required skills.

Supplementary worksheets are available for some courses, if students are having particular problems in completion of any specific Unit.

Students can receive partial credit. Most one semester courses are divided into four or five sequential units of study. Partial completion of course Units will enable a student to receive partial credit in any requested course.

Therefore, a student needing, for example, the last two units in General Math to meet graduation requirements could readily complete those through enrollment of the P.A.S.S. Program.

LIMITED ENGLISH SPEAKING STUDENTS

A student's lack of identity with school and staff is often intensified by his inability to speak the dominant language - English. This has often contributed to his disillusionment and lack of motivation to remain in school. ESL programs provided through migrant education have sought to alleviate this program and many districts have implemented bilingual education programs.

WHAT CAN THE P.A.S.S. PROGRAM OFFER A LIMITED ENGLISH SPEAKING STUDENT?

Several courses are available bilingually in order that students with Spanish reading and writing skills can receive credit in General Science, American Government, or Math. The U. S. History, Reading, English I, and English II courses have partial directions in Spanish to more clearly state the objectives/ tasks required for that particular activity.

It is the position of the P.A.S.S. Program that a limited English speaking student should be enrolled in an intense, oral ESL program at his school site, and at the same time could be enrolled in one of the bilingual P.A.S.S. Program offerings.

Research is being done and plans are formulating to provide ESL materials at a much later date. Correspondence courses in English as a Second Language would utilize cassette tapes and/or other visual materials.

CONTACT PERSON RESPONSIBILITIES

If, by choice or assignment, you have been designated the P.A.S.S. Program contact person at your school site, the following suggestions may assist you.

1.) Begin your own personal file on the P.A.S.S. Program including such items as a list of possible students to be enrolled, copies of communication from our office, etc.

2.) Make copies of the enrollment information prior to forwarding to our office, unless you have the same data provided elsewhere.

3.) After you've completed the enrollment procedures and in receipt of the correspondence course materials via U. S. Mail or Greyhound Express, plan to spend some time going through the learning activity packets, and glance at the reading selections if any are required. This way you have an understanding of the overall requirements.

4.) Set up an appointment with the migrant student. We recommend that at this initial conversation, you show him the entire course but give him initial instructions for only the first Unit. It is important not to overwhelm the student with too many tasks at one time. Encourage him to complete all the activities in the learning activity packets for the first Unit and return to our office upon completion, at which time he will be

prepared to take the test if one is required for that Unit. The completed packets and examination should be returned in the business reply envelopes to the P.A.S.S. Program office. You may now give him the next unit of instruction.

You are probably aware of any learning problem the student may have and are also cognicant of any migrant education or district services (i.e., tutors, learning centers) that could be utilized by the student.

If you are fortunate to have Mini-Corps persons in your school site, you are encouraged to arrange with their team leader possible tutorial assistance during school time or at their home after school.

5.) Students are encouraged to work at their own pace. You may find that some students need continual reassurance or assistance.

6.) When a student has completed all required Units for a course and all packets and tests have been returned to the P.A.S.S. Program office, official transcripts will be forwarded to: The Registrar at the school site, the student's home, and to you as the contact person, <u>if specifically requested</u>. The original remains in the student's P.A.S.S. Program file. The transcripts sent to the Registrar are accompanied by a letter from Marco A. Sigala, principal at Parlier High School and Jane E.

Foshee, Coordinator, P.A.S.S. Program, specifying the course taken, the credit and grade received, and the instructions to include them in the student's cumulative record.

7.) If a student, in the process of completion of a course, indicates that his family will be migrating, it is very important that you provide him with a business reply envelope in order that he can return any materials in progress to our office, and most importantly that he can provide us with a new address and school of attendance. The P.A.S.S. Program can then make an attempt to reach personnel in that school district to continue meeting this student's needs. Feel free to give students the P.A.S.S. Program phone number and they are encouraged to call our office collect should questions or problems occur during a migration period.

8.) You are encouraged to contact us with any questions or concerns. We are anxious to serve your needs and welcome any comments or constructive criticism.

Enrolled: _____
Counselor Contact: _____
Address: _____
Telephone: _____

PARLIER HIGH SCHOOL
P.A.S.S. PROGRAM
STUDENT LEARNING PLAN

NAME: ADDRESS:

PARENT'S NAME: HOME BASE CITY: PREVIOUS SCHOOLS AT

ENGLISH / 30 credits required for graduation	FALL	SPRING	CREDIT
Reading I			
Reading II			
Reading III			
English I			
English II			
English III			
English IV			
E.S.L.			

MATH / 10 credits required for graduation	FALL	SPRING	CREDIT
Gen. Math			
Algebra I			
Algebra II			
Geometry			
Trigonometry			
Adv. Math			

SCIENCE / 10 credits required for graduation	FALL	SPRING	CREDIT
*Gen. Science			
L.P.S.			
Biology I			
Chemistry			
Physics			
Adv. Chem.			

PHYSICAL EDUCATION / 30 credits required for graduation	FALL	SPRING	CREDIT
*P.E.			
*P.E.			
P.E.			
R.O.P.			

ELECTIVES / 115 Credits Required for Graduation

ART	BUSINESS	HOME EC/INDUSTRIAL ARTS
		* Ag Science * Ornamental Horticulture
MUSIC	FOREIGN LANGUAGE	WORK EXPERIENCE

*Might Substitute for Life Experiences

ADDITIONAL INFORMATION

GRADUATION REQUIREMENTS:

English	30 credits	(10 units must be English I)
Math	10 credits	
Physical Ed.	30 credits	
Science	10 credits	- 4 semesters of Ag. Science or 4 semesters of Ornamental Hort. will satisfy requirement
Soc. Science	25 credits	Freshman Orientation - 5 credits U.S. History..... - 10 credits Civics..... - 10 credits
Electives	115 credits	

PARLIER HIGH SCHOOL
P.A.S.S. PROGRAM
STUDENT LEARNING PLAN (CONTINUED)

BIRTHDATE:

ENDED:

SOCIAL STUDIES / 25 credits required for graduation

	FALL	SPRING	CREDIT
Frosh Cmt.			
*U.S. History			
*Civics			

TEST SCORES

GRADE	READING	LANGUAGE	MATH	OTHER
9th				
10th				
11th				
12th				

PARLIER HIGH SCHOOL
P.A.S.S. PROGRAM
STUDENT LEARNING PLAN (CONTINUED)

STATEMENTS:

STUDENT CONSTRAINTS (perceived by student):

STUDENT CONSTRAINTS (perceived by counselor):

DATE GRADUATION COUNSELING:

JEF:md
1-9-78

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MIGRANT EDUCATION
PARLIER HIGH SCHOOL
P.A.S.S. PROGRAM
ENROLLMENT FORM

Attach to: Student Learning Plan
Current M.S.R.T.S. or
copy of M.S.R.T.S. Enrollment form

Return to: P.A.S.S. Program
Parlier High School
601 Third Street
Parlier, CA 93648

Date: _____

Name: _____

Current Homebase Address: _____

City, State, Zip Code: _____

High School Currently Enrolled: _____

Grade: _____

Date of Birth: ___/___/___

STUDENT MIGRANT STATUS (Check one)

INTER____ INTRA____ FORMER ____

M.S.R.T.S. #_____ (if available)

Date enrolled at present school site: _____/_____/_____

Student requests course enrollment in: _____

_____

_____

Parent's Name: _____

Phone: _____

Counselor Contact: _____

Address: _____

Telephone: _____

Are there Mini-Corps persons available for student tutorial assistance?

yes_____ no _____

If so, name: _____

address: _____

telephone #: _____

Student has received copy of Student Information Packet and understands the methods of completion of courses from Parlier High School P.A.S.S. Program.
El estudiante ha recibido una copia del Paquete de Información del Estudiante y comprende el procedimiento de terminación de cursos del Programa de P.A.S.S. de la Escuela Secundaria de Parlier.

_____
Counselor Signature/Firma de Consejero

_____
Student Signature/Firma de estudiante

UNIFORM MIGRANT STUDENT TRANSFER FORM

S1

LAST NAME	FIRST NAME	MI	SEX	BIRTHDATE MO	BIRTHDATE DA	BIRTHDATE YR	V	AGE	CITY OF BIRTH	COUNTY/COUNTRY OF BIRTH	ST	HOME BASE CITY	ST	STUDENT NO.	MNE

MIGRANT STATUS | EXTRA BIRTHDATE

SH SCHOOL HISTORY DATA

SCHOOL NAME	ST	DATE ENR MO	DATE ENR DA	DATE ENR YR	DATE WITH MO	DATE WITH DA	DATE WITH YR	DAYS TAB	DAYS PR	%

SCHOOL ADDRESS

SCHOOL CITY

ST | ZIP | SCHOOL ID

MEDICAL RECORD ADDRESSEE

LP LEGAL PARENT DATA | **CP CURRENT**

	01 LAST NAME	02 FIRST NAME
AA		
AB		

	01 LAST NAME	02 FIRST NAME
AA		
AB		

CR CURRENT RESIDENCE — 01 STREET ADDRESS | CITY OR RFD | ST | ZIP

SP SPECIAL PROGRAMS — MOST RECENT MIGRANT PROJECT SCHOOL

NAME	01 CODE	02 HRS	03 WKS	CUMUL.

SN SPECIAL INTERESTS

NAME	01 CODE	02 ACT

HM SCHOOL HEALTH DATA

MINIMUM HEALTH SERVICES MATRIX

CATEGORY OF HEALTH SERVICE		01	02	03	04	05	06	07	08	09	10	11	12
AA	INITIAL HISTORY												
AB	PHYSICAL EXAM												
AC	HT & WT (ANNUALLY) H.C. (BIRTH ONLY)												
AD	BLOOD PRESS												
AE	HB/HCT												
AF	URINALYSIS	(ONLY WHEN INDICATED MEDICALLY)											
AG	TBC												(ANNUALLY IF NEGATIVE)
AH	IMMUNIZATION DPT (DT AFTER 5)												
AI	TRIV. POLIO (ORAL)												
AJ	MEASLES												
AK	RUBELLA												
AL	MUMPS												
AM	DENTAL												
AN	VISION												
AO	AUDIOMETRIC SCREENING												
AP	SPEECH												
AQ	COLOR BLINDNESS												
AR	BLOOD LEAD												
AS	PESTICIDE BLOOD LEVEL												
NOTE: THE FOLLOWING ARE NOT RECOMMENDED AS ROUTINE BY THE AAP STANDARDS OF CHILD HEALTH CARE, OR THE IMMUNIZATION SCHEDULE OF USPHS.													
AT	FLUORIDE SCREENING												
AU	TYPHOID PARATYPHOID												
AV	SMALLPOX												
AW	POLIO (INOCULATION)												
AX	INFLUENZA												
AY	SCA (040)												

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TD TEST DATA

NAME	01 CODE	02 FORM	03 LV	04 SCORE	05	06 DATE ADM MO	06 DATE ADM DA	06 DATE ADM YR	07 HOURS

CREDIT ACCRUAL MATRIX

ID-SUBJECT	YEAR 1 CHNG	YEAR 1 TTL	YEAR 2 CHNG	YEAR 2 TTL	YEAR 3 CHNG	YEAR 3 TTL	YEAR 4 CHNG	YEAR 4 TTL	SUBJ. TOTAL
AA-ENGLISH		0		0		0		0	0
BA-MATHEMATICS		0		0		0		0	0
CA-U S HISTORY		0		0		0		0	0
DA-U S GOVERNMENT		0		0		0		0	0
EA-STATE GOVERNMENT		0		0		0		0	0
FA-SCIENCE		0		0		0		0	0
GA-HEALTH EDUCATION		0		0		0		0	0
HA-PHYSICAL EDUCATION		0		0		0		0	0
IA-OCCUPATION EDUC.		0		0		0		0	0
JA-ELECTIVES		0		11		0		0	11
TOTALS BY YEARS. =		0		11		0		0	

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MIGRANT STATUS

AGRICULTURE

1 ☐ Interstate 2 ☐ Intrastate 3 ☐ Former

FISHING

4 ☐ Interstate 5 ☐ Intrastate 6 ☐ Former

Migrant Education

STUDENT NUMBER _____ MNE _____

Region _____ Area _____

MIGRANT STUDENT ENROLLMENT AND VERIFICATION FORM
FORMA DE MATRICULACION Y VERIFICACION DEL ESTUDIANTE MIGRATORIO

Name of School District / Nombre del Distrito Escolar _____ Name of School / Nombre de la Escuela _____ School ID / ID de la Escuela _____

(1) Last Name/Apellido Paterno _____ First Name/Nombre _____ Initial/Inicial _____

(2) M F _____ _____ _____ _____ _____ _____
Sex/Sexo | Birthdate/Fecha de Nacimiento | Age/Edad | Date of Enroilment-Withdrawal / Fecha de Matriculación-Retiro | Days Enrolled / Días Matriculados | Days Present / Días Presente

(3) B D O N _____ _____ _____ _____ _____ _____ _____ _____ _____
Verified By / Verificado Por | Birthplace / Lugar de Nacimiento | City / Ciudad | County-Country / Condado-País | State / Estado | Permanent Residence (Homebase) / Residencia Permanente | State / Estado | Grade / Grado

(4) Legal Parent Data/Datos de Padres Legales

AA _____ _____ _____
Last Name/Apellido Paterno | First Name/Nombre | Occupation/Ocupación

AB _____ _____ _____
Last Name/Apellido Paterno | First Name/Nombre | Occupation/Ocupación

(5) Current Parent Data/Datos de Padres Actuales

AA _____ _____ _____
Last Name/Apellido Paterno | First Name/Nombre | Occupation/Ocupacion

AB _____ _____ _____
Last Name/Apellido Paterno | First Name/Nombre | Occupation/Ocupación

(6) Mother's Maiden Name/Apellido Paterno de la Madre _____ Twin/Gemelo _____ Name/Nombre

(7) Current Residence / Domicilio Actual _____ _____ _____ _____
Street/Calle | City/Ciudad | State/Estado | Zip Code / Zona Postal

(8) Date of Arrival / Fecha de Llegada _____ mo/day/yr / mes/día/año

(9) Former Residence / Residencia Anterior _____ _____ _____ _____
Street/Calle | City/Ciudad | State/Estado | Zip Code / Zona Postal

(10) Date of Departure / Fecha de Partida _____ mo/day/yr / mes/día/año

(11) Most Recent School Attended / Escuela Mas Reciente a la Que Asistió _____ _____ _____
Name/Nombre | City/Ciudad | State/Estado

(12) Previous Occupation / Ocupación Anterior _____ _____
Agriculture/Fishing-related Activity / Trabajo relatado a Agricultura o Pesca | Year/Año

(13) Phone / Telefono _____ _____
Home / Domicilio | Work / Trabajo

This is to certify that the Migrant Education Program has been explained to me. I further understand that the Migrant Education Program provides supplementary services in Instruction and Health. I also certify that the Migrant Student Record Transfer System (MSRTS) has been explained and is understood by me. I know that my child's record will be made available to me to see and to obtain if I should desire. I understand further that the two forms of the MSRTS, namely the Transfer Form and the Medical Transfer Form, will be sent to other schools upon request in which my child intends to enroll. The foregoing information is correct to the best of my knowlege.

Certifico que el Programa para la Educación de Niños Migratorios me ha sido explicado y lo he entendido. Además, entiendo que este programa provee servicios suplementarios de Instrución y de Salud. Así mismo, certifico que el sistema de Transferencia del Registro del Estudiante Migratorio (MSRTS), me ha sido explicado y lo he entendido. Comprendo que los registros de mi hijo(a) estarán a mi disposición para verlos y obtener copias si este sea mi deseo. También entiendo que los dos documentos que acompañan al MSRTS, a saber, el Registro de Transferencia y el Registro de Transferencia de Datos Médicos, serán enviados a otras escuelas en donde mi hijo(a) intente matricularse, a solicitud de las mismas. La información susodicha es correcta según mi leal saber y entender.

Parents Signature / Firma de Padres _____ _____ _____
Date of Interview | Name and Title of Person Collecting Information

PARLIER HIGH SCHOOL

P.A.S.S. PROGRAM

NAME: _____ PARENT'S NAME: _____

BIRTHDATE: ___/___/___ TELEPHONE: ___( )_____

CURRENT ADDRESS: _____ COUNSELOR CONTACT: _____

HOMEBASE CITY: _____ ADDRESS: _____

CURRENTLY ENROLLED: _____ TELEPHONE: ___( )_____

GRADE: FROSH - SOPH. - JR. - SENIOR

DATE	COURSE TITLE	UNIT	REQUESTED	RETURNED
___	_____	___	_____	_____
___	_____	___	_____	_____
___	_____	___	_____	_____
___	_____	___	_____	_____
___	_____	___	_____	_____